

Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher	ISBN - 9780130238153		Publisher - Pearson Education Inc. publishing as Pearson AGS Globe		Provided by the Publisher
	Concepts and Challenges, Earth Science, Student Edition				
	Type - P1	Author - Bernstein, Schachter, Winkler, Wolfe			
	Copyright - 2003	Edition - 4th	Readability - Grades 5, 6		
	Course - Earth Science		Grade(s) - 6, 7, 8, 9, 10, 11, 12		
	Teacher Edition ISBN if applicable			9780130238443	

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

This is an excellent for teachers and students. It does an excellent job correlating the core content with the Kentucky Program of Studies. It provides teachers with the flexibility to teach students at all levels of learning. This program provides teachers with a foundation for establishing a culture of academic rigor. The essential components that are made available with the program really supports all aspects of teaching for learning. When using this resource, teachers will find that they do not have to follow the content transition suggested by the organization of the book, but they will find that the transition from topic to topic is clear and concise with respect to the development of clear and coherent lessons. Within the text, it begins with lower level Depth of Knowledge and begins to increase as one progresses through the book. Teachers may have to develop their own scoring guides in order to use the various activities. This text is being recommended for middle school students and may be used for high schools when differentiating instruction for students with learning difficulties.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | |
|---|---|
| a) Structure and Transformation of Matter | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A |
| b) Motion and Forces | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A |
| c) The Earth and the Universe | <input checked="" type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input type="checkbox"/> N/A |
| d) Unity and Diversity | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Little <input type="checkbox"/> N/A |
| e) Biological Change | <input type="checkbox"/> Strong <input type="checkbox"/> Moderate <input type="checkbox"/> Little <input checked="" type="checkbox"/> N/A |

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- f) Energy Transformation ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- g) Interdependence ☐ Strong ☐ Moderate ☒ Little ☐ N/A
- 2) Addresses content-specific enduring understandings from the related Program of Studies standards. ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 4) Content addressed is current, relevant and non-trivial ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 5) Provides opportunities for critical thinking/reasoning ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- 6) Strengths, Weaknesses, Comments:
- Specific strengths-which areas/concepts are covered exceptionally well?
 - Specific weaknesses-which areas/concepts would likely require supplementing?

This text address the content presented in the Kentucky Program of Studies. In addition, it includes assessment questions and activities that correlates to the depth of knowledge levels (in a progressive manner throughout the text) specified in the Kentucky Core Content.

B. Functionality & Suitability

- ☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

- 1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.
- 2) Content quality ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- Free from factual errors
 - Content is presented conceptually when possible—more than a mere collection of facts
 - Content included accurately represents the knowledge base of the discipline
 - Theories/scientific models contained represent a broad consensus of the scientific community
- 3) Connections to Literacy ☒ Strong ☐ Moderate ☐ Little
- Note: may apply to either student or teacher editions*
- Employs a variety of reading levels and is grade/level appropriate
 - Contains pre, during, post reading activities
 - Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
 - Student text provides opportunity to integrate reading and writing

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- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
 - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This text does an excellent job of providing teachers with the opportunities to teach reading in the content area. It provides opportunities for pre, during, and post reading activities. It does an excellent job of including strategies that focus on summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.

C. Supports Inquiry and Skill Development

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) Promotes Inquiry, research and Application of Learning

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
 - Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
 - Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
 - Provides opportunities for application of learned concepts.
 - Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
 - Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
- Note: may apply to either teacher or student edition*

2) Skill Development

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data

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- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

This program is great for allowing students to do multiple investigations, collecting and analyzing data, and drawing conclusions. It assesses learning at higher level of understanding by which the projects are designed to deepen the students knowledge and cultivate and strengthen problem-solving and decision making skills. Students are expected to use a variety of charts and graphs, as well as be able to read them and make predictions. The use of technology is embedded throughout the text and is displayed as an essential component to the program.

D. Supports Best Practices of Teaching and Learning

- ☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) Engages Students

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

This program is highly engaging and provides students with at least one lab and activity within each chapter. It provides teachers with an opportunity to discuss the labs and activities and help students make real connections between the labs and the reading. There are multiple types of assessment available, which occurs before,

during, and after completing the readings and activities. It provides teachers with the opportunity to monitor learning throughout the learning process of a student.

E. Has an Organization/ Format that Supports Learning and Teaching

- ☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
 - Presents chapters/lessons in an organized and logical sequence
 - Provides clearly stated objectives for each lesson.
 - Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
 - Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
 - Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
 - Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
 - Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The use of graphic organizers are presented as a vital part of learning and the program identifies specific organizers that can be used as study tools on a DVD or CD. In addition, the CD includes assessments and cumulative assessments that can be used as a diagnostic tool to identify areas of needed improvement for individual students or each class. The CD is an excellent for teachers.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

- ☐ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals

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- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

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